

Idaho Standards for Elementary Education Teachers

All teacher candidates are expected to meet the Idaho Core Teacher Standards and the standards specific to their discipline area(s) at the “acceptable” level or above. Additionally, all teacher candidates are expected to meet the requirements defined in State Board Rule (08.02.02: Rules Governing Uniformity).

The following knowledge, disposition, and performance statements for the Core Teacher Standards are widely recognized, but not all-encompassing or absolute, indicators that teacher candidates have met the standards. It is the responsibility of a teacher preparation program to use indicators in a manner that is consistent with its conceptual framework and that assures attainment of the standards.

Standard 1: Knowledge of Subject Matter

Knowledge

1. The teacher understands concepts of language arts and child development in order to teach reading, writing, speaking, viewing, listening, and thinking skills and to help students successfully apply their developing skills to many different situations, materials, and ideas.
2. The teacher understands how children learn language, the basic sound structure of the English language, semantics and syntactics, diagnostic tools, and test data to improve student reading ability.
3. The teacher understands the fundamental concepts and structures of science including physical, life, and earth and space sciences as well as the applications of science to technology, personal and social perspectives, history, unifying concepts, and inquiry processes scientists use in the discovery of new knowledge.
4. The teacher understands major concepts, procedures, and reasoning processes of mathematics that define number systems and number sense, computation, geometry, measurement, statistics and probability, and algebra in order to foster student understanding and use of patterns, quantities, and spatial relationships that represent phenomena, solve problems, and manage data.
5. The teacher knows the major concepts and modes of inquiry for social studies: the integrated study of history, geography, government/civics, economics, social/cultural

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and other related areas to develop students' abilities to make informed decisions as citizens of a culturally diverse, democratic society and interdependent world.

6. The teacher understands the content, functions, aesthetics, and achievements of the arts, such as dance, music, theater, and visual arts as avenues for communication, inquiry, and insight.
7. The teacher understands the comprehensive nature of students' physical, intellectual, , social, and emotional well being in order to create opportunities for developing and practicing skills that contribute to healthful living.
8. The teacher understands human movement and physical activities as central elements for active, healthy lifestyles and enhanced quality of life.
9. The teacher understands connections across curricula and within a discipline among concepts, procedures, and applications to motivate students, build understanding, and encourage application of knowledge, skills, and ideas to real life issues and future career applications.
10. The teacher understands the principles and processes of personal skills and group dynamics incorporating respect, caring, honesty, and responsibility that enable students to effectively and appropriately communicate and interact with peers and adults.

Disposition

1. The teacher recognizes the importance of a school community in which respect, honesty, caring, and responsibility are cultivated.

Performance

1. The teacher models the accurate use of English language arts.
2. The teacher demonstrates competence in English language arts, reading, science, mathematics, social studies, the arts, health education, and physical education.
3. The teacher conceptualizes, develops, and implements a balanced curriculum that includes English language arts, reading, science, mathematics, social studies, the arts, health education, and physical education.
4. The teacher models respect, honesty, caring, and responsibility in order to promote and nurture a school environment that fosters these qualities.

Standard 2: Knowledge of Human Development and Learning

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Knowledge

1. The teacher understands how learning occurs and that young children's and early adolescents' literacy and language development influence learning and instructional decisions.

Standard 3: Adapting Instruction for Individual Needs

Standard 4: Multiple Instructional Strategies

Standard 5: Classroom Motivation and Management Skills

Standard 6: Communication Skills

Standard 7: Instructional Planning Skills

Standard 8: Assessment of Student Learning

Standard 9: Professional Commitment and Responsibility

Principle 10: Partnerships

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